

## SEVEN OAKS ELEMENTARY

2800 Ashland Road  
Columbia, SC 29210

**GRADES** PK-5 Elementary School

**ENROLLMENT** 497 Students

**PRINCIPAL** Jim Stephens 803-798-6500

**SUPERINTENDENT** Dr. Dennis O. McMahon 803-732-8000

**BOARD CHAIR** Cindy Sweigart 803-898-0096

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 23        | 38   | 3       | 0             | 0              |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Good                   | Below Average             | N/A                             |
| <b>2002</b> | Excellent              | Average                   | N/A                             |
| <b>2003</b> | Good                   | Unsatisfactory            | Yes                             |
| <b>2004</b> | Excellent              | Unsatisfactory            | Yes                             |

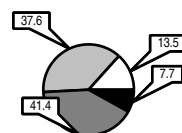
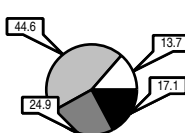
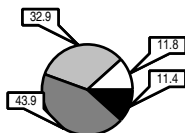
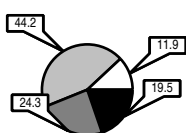
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 250   | 99.6            | 10.7                 | 33.3           | 44.4                | 11.6              | 66.2  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 135   | 99.3            | 13.6                 | 39.8           | 39.0                | 7.6               | 57.6  |                                      |  |
| Female   | 115   | 100.0           | 7.5                  | 26.2           | 50.5                | 15.9              | 75.7  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 107   | 100.0           | 2.0                  | 26.5           | 53.1                | 18.4              | 77.6  | Yes                                  | Yes                                    |
| African-American   | 115   | 100.0           | 18.1                 | 41.9           | 35.2                | 4.8               | 55.2  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | 15  | 100.0           | 8.3                  | 25.0           | 41.7                | 25.0              | 75.0  | I/S                                  | I/S                                    |
| Hispanic   | 12  | 91.7            | 22.2                 | 22.2           | 55.6                | 0.0               | 0.0   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 1   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 224   | 99.6            | 8.5                  | 31.3           | 48.8                | 11.4              | 70.6  |                                      |  |
| Disabled   | 26  | 100.0           | 29.2                 | 50.0           | 8.3                 | 12.5              | 29.2  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 250   | 99.6            | 10.7                 | 33.3           | 44.4                | 11.6              | 66.2  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 12  | 91.7            | 42.9                 | 14.3           | 28.6                | 14.3              | 0.0   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 238   | 100.0           | 9.6                  | 33.9           | 45.0                | 11.5              | 67.0  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 98  | 99.0            | 13.1                 | 44.0           | 36.9                | 6.0               | 56.0  | Yes                                  | Yes                                    |
| Full-pay meals   | 152   | 100.0           | 9.2                  | 27.0           | 48.9                | 14.9              | 72.3  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 250 | 100.0 | 11.9 | 44.2 | 24.3 | 19.5 | 61.1 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 135 | 100.0 | 13.4 | 42.9 | 25.2 | 18.5 | 59.7 |     |     |
| Female   | 115 | 100.0 | 10.3 | 45.8 | 23.4 | 20.6 | 62.6 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 107 | 100.0 | 2.0  | 33.7 | 34.7 | 29.6 | 78.6 | Yes | Yes |
| African-American   | 115 | 100.0 | 19.0 | 55.2 | 17.1 | 8.6  | 41.0 | Yes | Yes |
| Asian/Pacific Islander                                   | 15  | 100.0 | 16.7 | 50.0 | 8.3  | 25.0 | 83.3 | I/S | I/S |
| Hispanic   | 12  | 100.0 | 30.0 | 30.0 | 10.0 | 30.0 | 70.0 | I/S | I/S |
| American Indian/Alaskan                                  | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 224 | 100.0 | 7.9  | 44.6 | 26.7 | 20.8 | 65.8 |     |     |
| Disabled   | 26  | 100.0 | 45.8 | 41.7 | 4.2  | 8.3  | 20.8 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 250 | 100.0 | 11.9 | 44.2 | 24.3 | 19.5 | 61.1 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 12  | 100.0 | 50.0 | 25.0 | 25.0 | 0.0  | 0.0  | I/S | I/S |
| Non-Limited English Proficient                           | 238 | 100.0 | 10.6 | 45.0 | 24.3 | 20.2 | 61.9 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 98  | 100.0 | 17.6 | 50.6 | 21.2 | 10.6 | 47.1 | Yes | Yes |
| Full-pay meals   | 152 | 100.0 | 8.5  | 40.4 | 26.2 | 24.8 | 69.5 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 76  | 100.0           | 16.7                 | 37.9           | 33.3                | 12.1              | 45.5                                 |
|                              | <b>Grade 4</b> | 82  | 100.0           | 17.3                 | 37.3           | 41.3                | 4.0               | 45.3                                 |
|                              | <b>Grade 5</b> | 72  | 100.0           | 23.4                 | 48.4           | 25.0                | 3.1               | 28.1                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 88  | 100.0           | 3.6                  | 26.2           | 47.6                | 22.6              | 70.2                                 |
|                              | <b>Grade 4</b> | 77  | 100.0           | 15.8                 | 30.3           | 46.1                | 7.9               | 53.9                                 |
|                              | <b>Grade 5</b> | 85  | 98.8            | 14.5                 | 42.2           | 39.8                | 3.6               | 43.4                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 76  | 100.0           | 6.1                  | 43.9           | 33.3                | 16.7              | 50.0                                 |
|                              | <b>Grade 4</b> | 82  | 100.0           | 8.0                  | 41.3           | 28.0                | 22.7              | 50.7                                 |
|                              | <b>Grade 5</b> | 72  | 100.0           | 28.1                 | 43.8           | 23.4                | 4.7               | 28.1                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 88  | 100.0           | 6.0                  | 60.7           | 22.6                | 10.7              | 33.3                                 |
|                              | <b>Grade 4</b> | 77  | 100.0           | 14.5                 | 36.8           | 26.3                | 22.4              | 48.7                                 |
|                              | <b>Grade 5</b> | 85  | 100.0           | 15.5                 | 34.5           | 26.2                | 23.8              | 50.0                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 497)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | 98.7%      | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate  | 0.7%       | Up from 0.2%          | 2.4%                                       | 2.7%                     |
| Attendance rate   | 96.6%      | Up from 96.1%         | 96.5%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.0%       |                       | 3.4%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0%       |                       | 2.9%                                       | 3.5%                     |
| Eligible for gifted and talented  | 22.2%      | Down from 22.3%       | 21.6%                                      | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 4.1%       | Down from 4.3%        | 7.7%                                       | 8.2%                     |
| Older than usual for grade  | 0.0%       | Down from 0.2%        | 0.6%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|   |           |                 |           |           |
|---|-----------|-----------------|-----------|-----------|
| Teachers (n= 39)                                    |           |                 |           |           |
| Teachers with advanced degrees                      | 59.0%     | Up from 52.6%   | 55.1%     | 51.4%     |
| Continuing contract teachers                        | 94.9%     | Up from 92.1%   | 90.4%     | 87.5%     |
| Highly qualified teachers**                         | 97.1%     | N/A             | 95.3%     | 95.0%     |
| Teachers with emergency or provisional certificates | 2.7%      |                 | 0.0%      | 0.0%      |
| Teachers returning from previous year               | 91.3%     | Up from 89.0%   | 88.6%     | 86.7%     |
| Teacher attendance rate                             | 92.8%     | Down from 97.0% | 95.2%     | 94.9%     |
| Average teacher salary                              | \$45,182  | Up 3.2%         | \$42,302  | \$40,760  |
| Prof. development days/teacher                      | 10.3 days | No change       | 11.0 days | 12.4 days |

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| School  |           |                     |           |           |
| Principal's years at school                   | 3.0       | Up from 2.0         | 5.0       | 4.0       |
| Student-teacher ratio in core subjects        | 20.1 to 1 | Up from 19.4 to 1   | 19.8 to 1 | 18.9 to 1 |
| Prime instructional time                      | 88.7%     | Down from 92.7%     | 90.7%     | 90.0%     |
| Dollars spent per pupil*                      | \$7,246   | Down 3.8%           | \$5,856   | \$6,044   |
| Percent of expenditures for teacher salaries* | 64.5%     | Up from 64.2%       | 67.5%     | 65.9%     |
| Opportunities in the arts                     | Good      | Down from Excellent | Good      | Good      |
| Parents attending conferences                 | 99.0%     | No change           | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change           | Yes       | Yes       |
| Character development program                 | Excellent | N/A                 | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 92.5%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | N/A             | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Seven Oaks Elementary is a thriving school committed to promoting excellence while ensuring academic, personal, physical, and social development for each child. Seven Oaks is focused on improving reading, writing, mathematics, science, and social studies. High expectations for academic achievement and character education standards are maintained. A rigorous curriculum, driven by the SC Curriculum Frameworks and Standards, is provided for all students.

The 2003-04 school year was another banner year for Seven Oaks teachers, students and community members. Seven Oaks selected Mrs. Lynn Koehler as Teacher of the Year, in recognition of her technology implementation with students and her collaboration with colleagues. Selected as Support Employee of the Year, Mr. Venev Gates was recognized for his positive attitude in every aspect of his job responsibilities. Mrs. Beth James was named the Columbia Area Reading Council Distinguished Reading Teacher of the Year. Mr. Danny Dyches was named Seven Oaks Mentor of the Year. Piggly Wiggly on St. Andrew's Road (Managers James and Sandra Hook) was named the school's Business Partnership of the Year and Mrs. Sharon Czeresko was chosen as the Volunteer of the Year. The Civinettes of Irmo High School were named as the Volunteer Group of the Year for their service as tutors for students in the 21st Century After-School Program. Students were recognized at the state level in the categories of choral music, character education, and art. Our recycling team continued their emphasis on conservation efforts. The Student Council sponsored penguins at Riverbanks Zoo and at Der Hellabrunn Tierpark Zoo in Germany.

Students in need of additional services in reading participated in Reading Recovery, SOAR to Success, or literacy circles. Mathematics instruction was enriched by the Mathematics Bridges Program. A federally funded 21st Century Learning Center program completed its third year, providing additional instruction to 75 students in an after-school model. Students in this program received instruction in reading, mathematics, technology, fine arts, and drug and alcohol education. The Success in Schools Program supported 25 students and their families in an after-school setting. A social worker and a guidance counselor were provided through funding from the Safe School/Healthy Students grant. Our instructional program was supported by an Artist in Residence Program, which completed two murals with student participation. School Climate improvements were initiated by the Cozy Crew Committee. The Ashland Park Merchants Association became a Business Partnership.

We appreciate the support provided by the District Five Board of Trustees and the District Five administration, which enables our school to provide quality educational experiences for our students. We commend our PTA and School Improvement Council for their contributions to our educational program. At Seven Oaks, every child is a winner!

James E. Stephens, Principal and Amy Nienhuis, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 40       | 78        | 54       |
| Percent satisfied with learning environment            | 97.5%    | 84.2%     | 77.4%    |
| Percent satisfied with social and physical environment | 100.0%   | 82.1%     | 80.8%    |
| Percent satisfied with home-school relations           | 90.0%    | 85.9%     | 64.7%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.